

Areas of Assessment and Planning for Transition to Adulthood

Activities of Daily Living:

What self-care skills (such as for personal hygiene and dressing) does the young person have? What might be learned? What supports and resources are available?

What housekeeping skills does the young person have for meal planning, shopping and cooking; keeping the living quarters clean and maintained; cleaning and maintaining clothing; and dealing with emergencies? For what activities does the person need help during the day? What resources are available to provide this help and how might they be funded?

Mobility:

What ability does the person have to walk or roll within all parts of buildings used for daily activities and between buildings? Are buildings that the person wishes to enter for education, employment, and recreation accessible? What adaptations might reasonably be made?

Transportation:

What abilities does the person have to access public transportation, special transportation services for the disabled, or other transportation options in the community? Is the person able to access and complete driver's education to become a licensed driver? What vehicle adaptations would be required? What adaptation services are available in the person's community? How can they be funded?

Health Care:

What does the young person know about his or her disabilities? What skills does he or she have and/or need to learn to monitor physical and/or psychological conditions? Does he or she participate in therapies and administer own medications with knowledge of regimen and side effects? Does the person communicate with health care providers? What supports would assist the person to do these things, such as educational programs, assistive technology, equipment, supplies, therapies, personal attendants, public health nursing and/or home nursing assistance? Where are these available, and how can they be funded?

What is the person's source of primary care for general health monitoring and education such as normal development, immunizations, diet, exercise, substance use and abuse, risk taking behaviors and safety issues, and sexuality education and supports? Does the person receive regular dental care? What specialty medical care is available from pediatric and adult health care providers knowledgeable or willing to learn about the particular problems? What planning is in process for transition from pediatric primary and specialty care providers to adult health care providers? What options are available in the community? What funding is available?

Living Arrangements:

Where does the young person wish to live—apartment, house, dorm, city, or country? With whom will the young person live—family, friends, independently, supported living? What are the options in the young person's community? Where is the best place to live to be able to go to school and work and participate in the community? What is needed to live more independently—housekeeping skills, transportation, personal assistance? Is help available to learn these? What are the effects of decisions about living arrangements on the family?

Housing:

What adaptations such as ramps, railings, wider doorways, bathroom configuration, kitchen adaptations are needed to support independence? What home maintenance skills does the person have or can learn and what help is available?

Recreation and Leisure:

What does the person like to do for fun and physical and mental fitness? What skills does he or she have? What is available in the community for sports, shopping, watching or viewing, visiting? What things would the person like to learn to do and what might be available in the community to assist in learning?

Personal Awareness and Companionship:

How aware is the person of how he or she interacts with others and the effects he or she has on others because of physical, communication, or emotional expression attributes? How is anger expressed? How does he or she mediate conflict? How does he or she solve problems and make decisions? Does the person have friends? Is he or she dating and sexually active?

Is the person optimistic, and how can a more optimistic attitude be developed? In what attributes or skills does the person express confidence? What seem to be motivating factors? Is the person organized? Does he or she keep appointments? Does he or she have a sense of humor? What skills in personal advocacy does the young person have? What resources are available to build skills in personal awareness? Who are the person's role models, and where might role models with similar disabilities be found?

Community Participation:

What is the person currently doing and what does the person like to do? What options are available in the community and which of these appeal to the person—clubs, organizations, cultural activities, etc.? What social interaction opportunities are available? What opportunities for volunteer service to both give service and develop skills? Are there activities at an appealing church or synagogue for spiritual, educational, and service participation? How aware is the person of community activities and resources, politics, and current events?

Education:

Will the young person complete high school or equivalency? What are barriers to completing high school, and what services are available? What kind of career would the person like to pursue? What skills and educational programs are required for that career? Does the person have enough education for the job desired? What college or technical school opportunities are available? What are other possible skill development, adult education, or continuing education options that are available? What accommodations would be needed to attend school? What financial aid is available? What do the ADA laws mean in terms of education, jobs, and accommodations?

Employment and Job Supports:

What types of home or community jobs has the young person had to contribute to household, family, and community life? What skills does the person have? What does he or she like to do? In what kind of environment does he or she want to work? What types of training programs is the young person interested in attending? What places of employment might fit the person's choices? What places of employment and training programs are available in the person's community? Are there summer jobs, part-time jobs, in-school jobs, non-paid training experiences available? Are there job supports or shadowing experiences available?

Financial Management:

What are sources of money for this person? What skills in budgeting, comparison shopping, bill paying, use of checking and savings accounts and credit cards does the person have? What can be learned? What supports are needed, are they available, and how does the person access them? Is the person eligible, and is there access to financial aid programs from federal, state, local, or private sources? What are the trade-offs between earnings from work and aid from these programs?

Legal Issues:

What would happen in case of parental/caregiver disability or death? What arrangements have been made for guardianship and estate management if person is not able to achieve adult independence?

From: Blomquist, KB, Brown, G, Peersen, A, & Presler, B. (1998) Transitioning to Independence: Challenges for Young People with Disabilities and their Caregivers. *Orthopaedic Nursing*, 17 (3), 27-35.

Kentucky Commission for Children with Special Health Care Needs



KY TEACH Project



MCHB HRTW 2/2001